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THE CHICAGO MEETING OF THE N. E. A.

By L. A. WILLIAMS

THE meeting of the Department of Superintendence of the N. E. A. at Chicago, Ill., February 24th to March 1st, will go down as the most representative and largest meeting of the Department yet held. Hotel accommodations were taxed to the limit, meeting rooms were almost uniformly crowded to standing capacity, crowds upon crowds surged through or stood about in hotel lobbies. From far and near, from book publishers down to college professors, from the very isles of the sea, men and women came to learn how we shall proceed in giving our public schools their rightful place in the scheme of a new democracy.

The impression one carried away from the meeting was, therefore, kaleidoscopic in character. One could only touch here and there the high spots in the discussions and catch only fleeting glimpses of big ideas as they moved past with the smaller but no less necessary thoughts. Perhaps one found certain separate outstanding ideas, but there certainly did not seem to be any general common idea running through the sessions as at the Atlantic City meeting.

One impression remains clear and distinct to the present writer. If we are to provide a democratic system for our schools, we must change our methods and our bases for gradation, placement, and promotion of pupils in our schools. Those who have been experimenting and trying out the intelligence tests as applied to our school problems have rather clearly demonstrated that we ought to group our pupils more nearly according to their intellectual ability than according to their chronological age, or their ability to complete certain parts of a machine-made course of study.

Clearly, again, one of our greatest national problems is the problem of the secondary schools. Nobody yet has found a satisfactory solution to the great variety of questions arising out of the sudden coming to maturity of this younger child of our public school system. The 8-4 division of time in our public schools is not entirely satisfactory; the junior high school, as a separate unit midway between the elementary and the senior high school, has not yet proven itself; the 6-3-3 plan needs more careful experimentation and wider application before it can be considered as the ideal solution of the problems of high school organization.

The college courses in secondary education are in little better position, for there seems little or no

agreement among college teachers of education as to just what constitutes or should constitute a course in secondary education to prepare teachers for our high schools.

The vocational phase of the secondary school problem is apparently as badly off as any other. Just when shall this vocational training begin? What shall be its nature? How soon may part-time employment be made a part of the curriculum? Shall the vocational school be separate from or a component part of the usual high school system? All these and many more questions are still unanswered, but in the stage of experimentation.

Any review of this meeting would not be complete without a mention of the hot discussion over the use of corporal punishment. Miss Blake, of New York City, precipitated the discussion by negating the idea, and Mr. Fosdick, of Buffalo, N. Y., kept the fires burning by his affirmation of the idea. There was no final solution reached which satisfied all, though the prevailing sentiment seemed to be that corporal punishment should be allowed but seldom used.

So while we all went to Chicago in the hope of finding answers to our questions about how we shall fit our schools into the national plan for developing a more nearly true democracy, we came away feeling that while everyone realizes the magnitude and importance of the task, no one as yet clearly sees the method of attack. All our ideas about education, democracy, the public schools, etc., are in a seething solution but no one has yet found the right pedagogical reagent to cause precipitation.

The new officers for this year are: E. U. Graff, superintendent of schools, Indianapolis, Ind., president; D. J. Kelley, Binghamton, N. Y., and H. F. Johnson, Ogden, Utah, vice-presidents; Miss Charl O. Williams, Memphis, Tennessee, secretary.

The true citizen will endeavor to understand the different racial viewpoints of the various elements which enter into our population. He will seek to divest himself of antipathy or prejudice toward any of those who have come to us from foreign lands, and he will try, by happy illustration in his own conduct, to hasten appreciation of the American ideal.—CHARLES E. HUGHES.

The most dangerous foes of democratic government are those who seek through special privilege to pervert it to selfish uses, and those who, by reckless, untruthful, and inflammatory utterances, corrupt the public sentiment.—CHARLES E. HUGHES.

DR. KEMP PLUMMER BATTLE

By DR. COLLIER COBB

The University of North Carolina

SELDOM has it been permitted to one man to live through and play an active part in four eras of a country's history; and to play this part to the betterment of everything with which he came in contact, whether as student, tutor, lawyer, politician, maker of constitutions, builder of railroads, second founder of a university which he served as president, then professor, trustee for fifty-one years; then to "retire from active service on a Carnegie pension" to take up the laborious task of writing a voluminous history of that university, while remaining in close touch with its active present, friend and adviser to each succeeding executive and the members of his faculty, loving father or elder brother to undergraduates. Such was the call to service that came to Kemp Plummer Battle, and well did he fulfill his high calling.

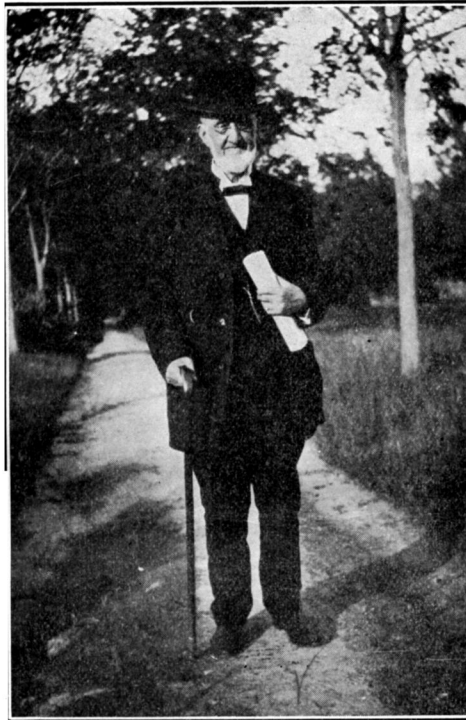
He was born, grew to manhood, and served his day in the best civilization of the Old South. His people were among the earliest settlers of the state, lawyers, physicians, farmers, manufacturers. His Battle forebears were Baptists, the others were Episcopalians. One of them, Dr. Robert Williams, of Pitt, is recorded as giving a glebe to the parish, and this was for many years the farm and home of the parish priest. His grandfather, Joel Battle, was one of the earliest students of the University of North Carolina, where he matriculated in 1798. It was this same Joel Battle who built the second cotton mill in the State, in 1820, at Rocky Mount. His father, William Horn Battle, who graduated at the University in 1820, was in succession reporter of the Supreme Court, judge of the Superior Court, justice of the Supreme Court, and professor of law in the University of North Carolina. Kemp Battle was a tutor in the University for five years after his graduation in 1849. While a tutor here Mr. Battle made his master's degree and completed the law course. He entered upon the practice

of law in Raleigh in 1854. For twenty-two years Judge Battle was a delegate to the general convention of the Episcopal Church. He was noted throughout his life for faithfulness to duty, and his influence on his son's life and character was very marked; though Dr. Battle attributed to his mother the chief formative influence in his character. He followed them both in the service of the church he loved so well.

While practicing law in Raleigh Mr. Battle was active in many lines of service. On the organization of the Bank of North Carolina, in 1857, he was chosen one of the directors along with such veteran financiers as George W. Mordacai, B. F. Moore, George E. Badger, John H. Bryan, and others. In 1860 he was a candidate for the state legislature, and failed of an election by three votes. He was president of the Chatham Railroad Company, 1861-66; president of the State Agricultural Society, 1867-70, which he had revived after the Civil War; and

president of the North Carolina Life Insurance Company, 1870-76.

James Reed, a man of most excellent character, was elected State Superintendent of Public Instruction in 1872, but died before the day for his inauguration. Governor Tod R. Caldwell, thinking that he had the right to appoint a successor to Elder Reed, tendered the position to Hon. Kemp P. Battle. Superintendent Alexander McIver refused to turn over the office to Mr. Battle, on the ground that Mr. Reed, having died before he could be inducted into office, left no vacancy, as no successor to himself had qualified, even though he had been elected. A case was agreed upon to test the claim of McIver. It was tried before the Supreme Court and McIver was declared to be entitled to the office. Five years later, when Mr. Battle was organizing the first summer normal school for teachers, he selected Alexander McIver to be the teacher of mathematics.



KEMP PLUMMER BATTLE

Mr. Battle stood for the Union in the exciting times preceding the Civil War, and was president of the Union Club of Wake county. But when Lincoln called for men to subjugate the South, he cast his fortunes with his State, and became a member of the Convention of 1861, and signed the ordinance of secession. He united with the conservative party in electing Zebulon B. Vance governor by a large majority, and during the whole war was a warm supporter of Governor Vance's measures.

When officers of conscription threatened to disregard the mandates of the courts of North Carolina in *habeas corpus* proceedings, Mr. Battle, in company with ex-Governor Bragg, was sent by Governor Vance on a mission to President Davis to procure positive orders that the processes of the courts should be regarded, and the mission was successful.

In 1866 he became a candidate for treasurer of the State, at the request of Governor Worth, and was almost unanimously elected. Wheeler states that "his official reports are considered models of financial ability, conciseness, and accuracy." He shared the fortunes of the conservative party with Governor Worth and other State officers, and was deprived of his office in July, 1868, by the mandate of military power. He was a member of the convention that formed the constitution of this State in 1868. This was the last public office held by Mr. Battle except the trusteeship of the University.

In 1875 he was selected by the board of trustees elected by the legislature to take the lead in re-organizing the University, and a year later he was made its president. By appeals to alumni, and to patriotic men not alumni, through the press, by letter, and by personal interview, Mr. Battle raised \$20,000 for the revival of the University. At his urging, the General Assembly appropriated for its annual support \$7,500, being the interest on the land script fund of \$125,000 given to the State by the national government. These two funds enabled the institution to open its doors September 6, 1875. When called to the presidency of the University in 1876, he used his own credit to supply deficiencies in its treasury, and made known its needs to the legislature. In 1881, in the face of organized and bitter opposition on the part of the presidents of three denominational colleges, he secured from the legislature an annual appropriation of \$20,000, the first ever given to the University by the State, whose constitution, in 1776, ordained its establishment.

Again at Dr. Battle's urging, the legislature, March 9, 1877, authorized the State Board of Education to

establish a normal school in connection with the University for the purpose of training the teachers of the common schools of the State. Two thousand dollars a year for two years was appropriated, and a like amount was authorized for colored teachers at other places. Three months later the first summer school for teachers was opened at Chapel Hill. In all of this Dr. Battle had the active co-operation of the Hon. John C. Scarborough, Superintendent of Public Instruction, 1877-1885. In selecting the teachers for the summer normal school, as well as in the choice of his regular University faculty, Dr. Battle displayed rare wisdom; and it is the work of professors of his choosing that has done so much to place the institution that he loved so well in the front rank of American universities. The various endowment funds which became available in the succeeding administrations were all but one secured through his solicitation.

In June, 1890, the alumni of the University resolved to establish a professorship of history, and subscriptions were made which seemed to accomplish their purpose. It was later found that seven or eight thousand dollars were needed to complete the endowment. This sum was raised in the next six months through the efforts of Dr. Battle and Dr. George T. Winston, professor of Latin. The contributors to this fund were poor boys, farmers, lawyers, merchants, manufacturers—in fact, representatives of all vocations, sects, and parties.

The chair thus made possible was formally created by the trustees in February, 1891, and Dr. Battle, having concluded to retire from the presidency, was unanimously chosen Alumni Professor of History. President Alderman, of the University of Virginia, declared that under Dr. Battle's wise and sympathetic direction the history department of the University enriched and invigorated the intellectual life of the institution, causing history to be regarded by those under his guidance as no longer merely informational and conventional in value, but a department of the great science of sociology. In 1907 Dr. Battle was granted a pension by the Carnegie Endowment for the Advancement of Teaching.

Dr. Battle was always a close student of the Bible, and some years ago he published a paper on "Trials and Judicial Proceedings of the New Testament," which has attracted wide attention. He was also the author of histories of "The Supreme Court of North Carolina" and of "The City of Raleigh." After the completion of his History of the University in 1912, Dr. Battle undertook the writing of a volume of Reminiscences. He completed the book last August

and left other valuable manuscripts ready for the printer.

During the last year of his life he published a number of articles in the newspapers, in opposition to extension of the suffrage, in defense of the dog, in favor of prohibition, and, in the *Kentucky Law Review*, an answer to the attacks on the Supreme Court of the United States by Judge Wannamaker, of the Supreme Court of Ohio, charging usurpation in deciding acts of Congress unconstitutional. He also had articles in the latest number of the *University Magazine* and in a recent issue of the *HIGH SCHOOL JOURNAL*. Among the manuscripts that he left were histories of "The Parish of the Chapel of the Cross" and "Christ Church Parish, Raleigh," and "Obscure Points in the Life of King Solomon," and "The Diplomacy of Jacob." Dr. Battle received the degree of Doctor of Laws from Davidson College in 1882, and the same degree from the University of North Carolina in 1910.

Born December 19, 1831, he died February 4, 1919, full of years and of good works.

ENTRANCE TO NEW ENGLAND COLLEGES

THE following resolution was adopted at the thirty-third annual meeting of the New England Association of Colleges and Secondary Schools, held in Boston, on December 7, 1918. It speaks for itself:

Inasmuch as on account of the influenza epidemic schools have been closed during the school year 1918-1919 in practically all communities for varying periods of from three to seven weeks; and inasmuch as in the school year 1917-1918 many schools lost time because of the coal shortage; and inasmuch as in the school year 1916-1917 many schools were closed for some weeks because of the epidemic of anterior poliomyelitis, it is evident that the academic preparation of the class which enters college September, 1919, will unavoidably be less thorough than usual.

Therefore, be it resolved that the New England Association of Colleges and Secondary Schools recommends that college executive officers and faculty committees on admission, in determining the fitness of candidates for admission to college in 1919, give even more weight than usual to the school records of candidates and the recommendations of the principals of the secondary schools.

A leader, to be able correctly to use his natural moral power, must be thoroughly versed in his profession, and thus obtain the necessary confidence in his ability to succeed in any undertaking. Knowledge alone is not enough; he must have frequently applied his knowledge to cases; in other words, solved and executed problems dealing with the elements and principles of his profession.—YATES STIRLING.

THE LATIN COLUMN

LATIN VOCABULARY AND CURRENT TOPICS

LATIN teachers who are interested in the study of English derivatives may find a helpful means in the columns of the *Outlook* devoted to a "Weekly Outline Study of Current History." One section of this "Outline," called "Vocabulary Building," gives each week a list of words often found in news articles and editorials on present-day political and military subjects. Often over 50 per cent of these words are Latin derivatives. For example, the list in the issue of December 4th contains sentimental, furor, liberal, abdication, provisional, interned, integral. Here is a fine opportunity to combine in an interesting way the study of English vocabulary, of Latin vocabulary, and of current topics!—G. A. H.

STRONG ENDORSEMENT OF THE CLASSICS

THE American Academy of Arts and Letters, at its recent annual meeting in New York, passed one of the clearest as well as the strongest resolutions endorsing the study of the classics that have come to our attention. We reproduce the resolution in full as it appeared in the *New York Times*:

At a time when the habit of change threatens to unsettle all convictions and re-estimate all values, when war has concentrated the intelligence of the world on mastering the secrets of power latent in the physical forces of nature, when the readjustments of reconstruction direct attention to the practical needs of the importunate present, the American Academy wishes to record its abiding faith in those intellectual traditions and spiritual aspirations of humanity which in their sum constitute the things that are more excellent. Literature, including not only the best reports of the current life and the passing hour, but selected treasures of the European centuries from Homer to Tennyson, is simply the recorded memory of civilized mankind, the chief thing that distinguishes mankind from creatures that live only in the consciousness of the moment. By reasons of conditions not likely to recur, the noble literatures of Greece and Rome possess liberal and special excellencies not easily produced, and a peculiar power to stimulate, enlarge, and liberate the awakening intelligence of studious youth. They have a further and hardly less weighty significance as the source of inspiration and the indispensable key to the full understanding of nearly all of the best books of the modern world.

There may have been times when excessive emphasis of these truisms forced the study of the classical languages upon reluctant or unfitted minds to the retarding of educational progress and the neglect of other not less essential studies. Those days are passed and their controversies concern us no more. It is no longer a question of exclusive predominance of the classics in education, but of their suppression. The study of the classics is not an obstacle, but an aid to the fostering and prosecution of those scientific inquiries upon which modern civilization depends.

With no desire to revive obsolete controversies, and without attempting to anticipate the details of a curriculum, the